



The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2011-2012: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2011 (Grade 3-8), spring of 2012 (High School), spring of 2012 (Alternate Assessment-Science), and spring of 2011 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2010-2011 NAEP results is displayed on the state report, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2012-2013 NCLB Report Card

School: Ellsworth High School

SAU: RSU 24

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2012-2013 NCLB Report Card



School: Ellsworth High School
SAU: RSU 24
Grade: High School



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	146	141	97	40	41	50	4	37	41	18	139	2	0
	2011-2012	137	135	99	46	41	47	10	36	30	24	134	1	0
Female	2010-2011	74	71	96	48	50	54	6	42	38	14			
	2011-2012	72	71	99	49	47	51	8	41	28	23			
Male	2010-2011	72	70	97	33	33	46	1	31	44	23			
	2011-2012	65	64	98	42	36	43	11	31	31	27			
Caucasian/White	2010-2011	137	132	96	41	42	51	4	37	42	17			
	2011-2012	133	131	98	47	42	48	10	37	29	24			
African American/Black	2010-2011	3	3	100			23							
	2011-2012	1	1	100			28							
Hispanic	2010-2011	2	2	100			45							
	2011-2012	3	3	100			30							
Asian or Pacific Islander	2010-2011	2	2	100			51							
	2011-2012	0	0				48							
American Indian or Native Alaskan	2010-2011	2	2	100			35							
	2011-2012	0	0				35							
Economically Disadvantaged	2010-2011	58	55	95	29	34	34	<1	29	49	22			
	2011-2012	53	53	100	38	33	31	9	28	34	28			
Migrant	2010-2011	0	0											
	2011-2012	1	0	0										
Students with Disabilities	2010-2011	16	14	88	21	34	17	<1	21	43	36			
	2011-2012	15	14	93	14	19	16	7	7	36	50			
Limited English Proficient	2010-2011	4	4	100			9							
	2011-2012	1	1	100			13							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2012-2013 NCLB Report Card



School: Ellsworth High School
SAU: RSU 24
Grade: High School



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	146	141	97	45	42	49	2	43	35	20	139	2
	2011-2012	137	135	99	43	42	47	4	39	37	20	133	2
Female	2010-2011	74	71	96	42	42	47	3	39	39	18		
	2011-2012	72	71	99	41	41	46	1	39	37	23		
Male	2010-2011	72	70	97	47	42	51	1	46	31	21		
	2011-2012	65	64	98	45	44	47	6	39	38	17		
Caucasian/White	2010-2011	137	132	96	46	43	50	2	44	35	19		
	2011-2012	133	131	98	44	43	48	4	40	37	19		
African American/Black	2010-2011	3	3	100			21						
	2011-2012	1	1	100			21						
Hispanic	2010-2011	2	2	100			36						
	2011-2012	3	3	100			32						
Asian or Pacific Islander	2010-2011	2	2	100			62						
	2011-2012	0	0				55						
American Indian or Native Alaskan	2010-2011	2	2	100			32						
	2011-2012	0	0				33						
Economically Disadvantaged	2010-2011	58	55	95	36	35	31	<1	36	33	31		
	2011-2012	53	53	100	38	36	30	4	34	42	21		
Migrant	2010-2011	0	0										
	2011-2012	1	0	0									
Students with Disabilities	2010-2011	16	14	88	7	21	15	<1	7	21	71		
	2011-2012	15	14	93	14	14	15	<1	14	36	50		
Limited English Proficient	2010-2011	4	4	100			17						
	2011-2012	1	1	100			15						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2012-2013 NCLB Report Card



School: Ellsworth High School
SAU: RSU 24
Grade: High School



Group	Science Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	146	140	96	41	40	44	3	38	31	28	138	2
	2011-2012	137	135	99	41	39	44	3	38	27	32	134	1
Female	2010-2011	74	70	95	41	42	40	3	39	30	29		
	2011-2012	72	70	97	41	40	40	<1	41	23	36		
Male	2010-2011	72	70	97	40	38	48	3	37	33	27		
	2011-2012	65	65	100	40	38	49	6	34	32	28		
Caucasian/White	2010-2011	137	131	96	41	41	45	3	38	32	27		
	2011-2012	133	132	99	42	40	45	3	39	27	32		
African American/Black	2010-2011	3	3	100			19						
	2011-2012	1	1	100			20						
Hispanic	2010-2011	2	2	100			37						
	2011-2012	3	2	67			32						
Asian or Pacific Islander	2010-2011	2	2	100			49						
	2011-2012	0	0				45						
American Indian or Native Alaskan	2010-2011	2	2	100			26						
	2011-2012	0	0				34						
Economically Disadvantaged	2010-2011	58	54	93	26	31	29	<1	26	33	41		
	2011-2012	53	52	98	35	33	30	2	33	31	35		
Migrant	2010-2011	0	0										
	2011-2012	1	1	100									
Students with Disabilities	2010-2011	16	15	94	13	23	14	<1	13	20	67		
	2011-2012	15	14	93	21	24	16	<1	21	21	57		
Limited English Proficient	2010-2011	4	3	75			10						
	2011-2012	1	1	100			10						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2012-2013 NCLB Report Card



School: Ellsworth High School
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Grade: High School



Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 78%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Graduation Rate Target: 83%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	99	99	96	43	42	48	99	99	96	44	43	48	87	83	84
Caucasian/White	98	99	96	44	42	49	98	99	96	45	44	49	87	82	84
African American/Black	*	*	94	*	*	26	*	*	93	*	*	21	100	100	77
Hispanic	*	*	95	*	*	37	*	*	96	*	*	34	100	100	87
Asian or Pacific Islander	*	*	94	*	*	50	*	*	94	*	*	58	100	100	91
American Indian or Native Alaskan	*	*	94	*	*	35	*	*	94	*	*	32	100	100	82
Economically Disadvantaged	100	100	94	33	34	33	100	100	94	38	37	31	80	75	73
Students with Disabilities	*	*	90	18	27	17	*	*	90	11	19	15	72	60	78
Limited English Proficient	*	*	92	*	*	11	*	*	93	*	*	15	100	100	78

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

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School: Ellsworth High School
SAU: RSU 24



Maine Teacher Quality Data

Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	20	5	16	1	1	1

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2012	5

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.